

# **Title II of the Higher Education Act Intutional Report**

## **APPENDIX C**

### **Annual Institutional Questionnaire on Teacher Preparation:**

**Academic year: 2000-2001**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 2:** (Fall 2000, Winter, 2001, Summer 2001)

Institution name: Drury University  
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### **Section I. Pass rates.**

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### **Section I. Pass rates.**

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>
<b>Institution Name</b>	Drury University
<b>Institution Code</b>	6169
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	100

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	100				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Biology: Content Knowledge, Part 1	231	1			66	65	98%
French	170	1			9		
Music Education: Content Knowledge	113	1			100	98	98%
Mathematics: Content Knowledge	061	2			105	91	87%
Art: Content Knowledge	133	4			93	93	100%
English Lang., Lit. and Comp. : Content Knowledge	041	5			205	197	96%
Social Studies: Content Knowledge	081	8			272	261	96%
Elem Edu: Curriculum, Instruction, and Assessment	011	78	78	100%	1615	1536	95%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							

<b>Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program</b>							
<b><i>Table C-2</i></b>	<b><i>HEA - Title II 2000-2001 Academic Year</i></b>						
<b>Institution Name</b>	Drury University						
<b>Institution Code</b>	6169						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	100						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	100				Statewide		
<b><i>Type of Assessment<sup>2</sup></i></b>	<b><i>Number Taking Assessment<sup>3</sup></i></b>	<b><i>Number Passing Assessment<sup>4</sup></i></b>	<b><i>Institutional Pass Rate</i></b>	<b><i>Number Taking Assessment<sup>3</sup></i></b>	<b><i>Number Passing Assessment<sup>4</sup></i></b>	<b><i>Statewide Pass Rate</i></b>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				53	53	100%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	100	100	100%	3086	2929	95%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				309	307	99%	

Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	100	100	100%	3612	3452	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **388**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **112**

3. Please provide the numbers of supervising faculty who were:

**6** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**1** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**3** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **14** The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **15/1**

4. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **11**. The total number of hours required is **440** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

**B. Missouri has asked each institution to include at least the following information.**

1. Institutional Mission

Drury is an independent university, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning.

Education at Drury seeks

- to cultivate spiritual sensibilities and imaginative faculties as well as ethical insights and critical thought;
- to foster the integration of theoretical and practical knowledge; and
- to liberate persons to participate responsibly in and contribute to life in a global community.

2. Educational Philosophy

At Drury University we seek to prepare teachers who go beyond technical competence of “what works.” We strive to instill a level of dedication and personal commitment which calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, creativity, commitment, and decency for all children. We seek to develop

- a sense of purpose in our graduates about their role as stewards of the schools;
- teachers who are capable of leading a renaissance for each new generation of children;
- fundamental links between teacher education and the world of practice;
- understanding of the moral and ethical insights of teaching; and
- make connections between what students learn at Drury University and what is practiced in the public schools.

3. Conceptual Framework

The conceptual framework of the Drury University teacher education program is expressed in the analogy of a bridge. The bridge analogy

- communicates a systematic design and the relationship between purposes, process, and outcomes;
- expresses the connection between the world of practice and the body of knowledge, theory and research;
- shares three common principles for the integral strength of their construction: the pier (symbolic of the liberal arts general education), the arch (representative of the academic

major or subject area of specialization), and the truss (expresses the interlocking ties with the academic major or area of teaching specialization and the liberal arts,

The process of learning and problem solving is modeled in courses and represents a sequential flow of professional development. The process involves five steps

- introduction to the profession (encounters with the new skills and competencies needed for teachers);
- precision (mastery of knowledge, skills, values and attitudes of effective teachers);
- generalization (the professional knowledge to think critically, make mature value judgements, communicate effectively, understand the viewpoints of others, take responsibility for one's own life, and practice health and well-being in their living);
- development of style (the point at which the focus changes from competencies and skills to a greater use of reflection, analysis, vision, and purpose to meet the needs of children); and
- active wisdom (the use of knowledge to distinguish relevant from non-relevant issues and employing knowledge to add value to the experience of living).

The curriculum framework for the teacher education program consists of five domains and thirty-five key performance outcomes. The five domains include

- teachers roles and the culture of the schools in a changing social, cultural, technological, and educational world;
- effective teaching techniques in a changing educational and technological environment;
- assessment, research, and long-range planning for enrichment, renewal of schools, and the application of technology;
- content expertise for teacher certification in a world of cultural, occupational, and technological change; and
- human development and learning theory in a changing culture characterized by ethnic diversity, students-at-risk, a changing world of work, and increased technology.

#### **1. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>2</b>
<b>Out-of-State:</b>	<b>2</b>